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ABSTRACT

The materials described in this manual are based on a series of anecdotes of conflict situations in secondary classrooms. The situations focus on emotional and behavioral problems of adolescents. This trainer's manual is intended to be used with a videotape cassette that depicts fifteen vignettes of classroom events in which student behavior problems are portrayed. A series of teacher's response forms is provided for each episode, offering choices between five clusters of teacher behaviors. The clusters are: (1) authoritative--appealing to outside authority; (2) neutral facilitation; (3) incentive manipulation; (4) interview and supportive intervention; and (5) deliberate ignoring. The vignettes are presented in narrative form along with the worksheets and may be used with or without the accompanying videotape. (JD)

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THE "OUTER DIMENSIONS OF CLASSROOM CONFLICT" TRAINING PACKAGE

TRAINER'S MANUAL

by

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and

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CONSERT Project

School of Human Development
The University of Texas at Dallas

February, 1979

This Trainer's Manual is a product of The CONSERT Project. If you are interested in further information contact the project by writing or calling

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-field test version-

TABLE OF CONTENTS

page

CONSERT Project location information 1
Introduction 4
Training material components 5
Development of training materials 5
the training tape 5
Item development of conflict situations 5
Response scales. 9
initial management response 9
intervention procedure 11
assessment of underlying problem 12
Limitations of the materials 14
Suggested procedure for using the materials 15
Bibliography 16
Appendix A 17
"Classroom Response to Conflict Scales - 1M" 18
"Classroom Response to Conflict Scales - 2M" 22
"Classroom Response to Conflict Scales - 3M" 26
Appendix B 30
Alternative uses of training materials 31
Appendix C 36
qualifying information for students depicted on VTR and CRCS 37
Appendix D 41
overhead masters 42
Dimensions of severity of classroom conflict. 42
Dimensions of visible aspects of affect, cognition and behavior control 43
Teacher control clusters 44
Appendix E 45
CRCS-1 (long version). 46
CRCS-2 (long version). 53
CRCS-2 (long version). 60

Instructors' Manual: The Outer Dimensions of Classroom Conflict

Introduction

Dealing with emotional and behavioral problems of adolescent students continues to be the most frequently cited frustration of teachers. A number of converging trends in federal and state legislation and policy are resulting in increasing numbers of disturbed and delinquent students being retained in public schools and in regular classrooms. Adolescents who manifest other primary learning difficulties or physical and sensory handicaps frequently experience social and adjustment problems that may interfere with integration into normal classroom settings.

Educators need a range of effective responses to deal appropriately with the variety of problems they must face with adolescents. As a result of the mainstreaming movement in public schools, it's also no longer feasible that special education teachers assume total responsibility for students with social, emotional or behavioral problems. It seems more likely that effective programming for these youths will require the concerted efforts and skills of each of the various disciplines that comprise public education, and specifically those of the regular classroom teacher.

The CONSERT Project, a regular education inservice project, was funded by The Bureau of Education for the Handicapped to provide training opportunities to regular secondary classroom teachers and support personnel. Among the training materials required for the task and identified as an area of need by the Project staff were materials which could be used to assess changes in teachers' reported handling of classroom crises. When no such materials were located after an extensive search of the available literature, The Project Director undertook to develop some. The materials described in this manual were based on a series of anecdotes taken from real situations observed in regular secondary classrooms. Thus, it was felt that the final product would meet one criterion desired, that measures of change be related to realistic situations and relevant to teachers' concerns. Further, with the collection of normative data, reported response choices of teachers to such crisis situations would be known. This was an area in which little information was available.

It became apparent during development that the materials produced would also find their uses in inservice training. The anecdotal situations would serve as starting points for discussion and would allow the exploration of teachers' immediate response options to such crises. With the development of correlated training materials, various aspects of classroom conflict could be explored including supposed etiology, dynamics, procedural considerations, long term management options, and prognosis. It was further evident that the materials would serve as one type of needs assessment preliminary to skill training activities.

This manual was prepared for individuals interested in using The Classroom Response to Crisis Training Package for teacher training whether preservice or inservice. The package includes:

1) One 30-minute videotape cassette entitled "Outer Dimensions of Classroom Conflict."
2) A trainer's manual to accompany the tape.
3) Sample copies of the trainee's response forms
   - Classroom Response to Crisis Scale (CRCS-1M - short version to accompany the tape)
   - Teacher's Intuitive Response to Classroom Crisis (CRCS-2M - short version)
   - Classroom Procedural Response to Crisis Scale (CRCS-3M - short version)
4) Masters for Overheads of models of:
   - Dimensions of severity of classroom conflict
   - Dimensions of visible aspects of affect, cognition and/or behavior control
   - Teacher control clusters

Development of The Training Materials

The package can be used in a variety of ways, depending on one's instructional objectives and the needs, background, education, and experience of the trainees. The videotaped material entitled "The Outer Dimensions of Classroom Conflict" presents 15 classroom crisis situations in which a teacher decision about managing provocative student behavior may need to be made. Response options, coded to the trainee's response sheet (CRCS-1M) are displayed on the screen. An interval of five seconds is provided for response choice after each segment. This time limit on response choice was intentional, in that the trainee's immediate reaction to the situation is what is desired. In classroom situations, immediate responses are required by the kinds of indicents portrayed on the tape.

The Training Tape

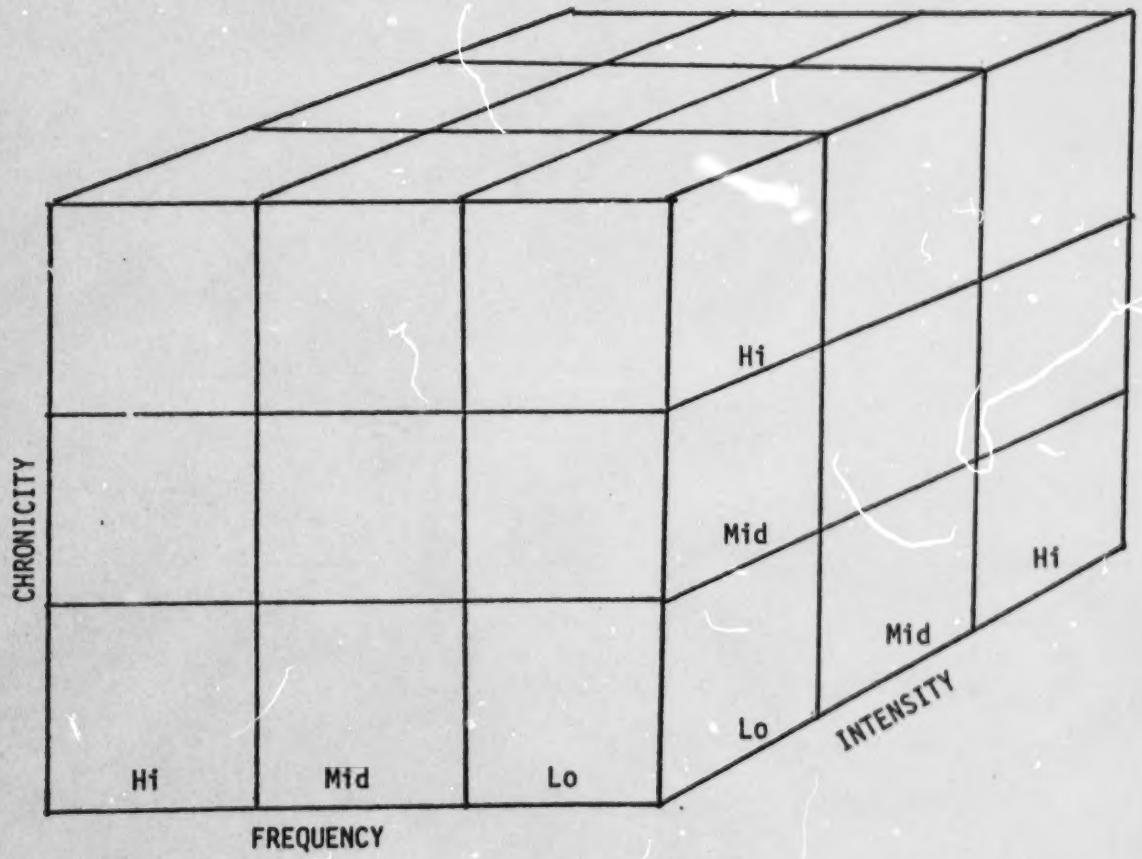
The tape itself is a simulation or enactment of authentic incidents which were observed in a secondary school setting during the 1977-78 school year. Volunteer students and secondary classroom teachers participated in the simulations. All taping took place on the campus of The University of Texas at Dallas. Names of the portrayed characters in the videotaped segment are fictitious and no similarity to any individual, either living or deceased is intended.

Item Development: Range of Conflict Situations

Each situation depicted in "The Outer Dimensions of Classroom Conflict" was observed in regular classrooms of a public high school in a rapidly growing suburb of Dallas, Texas. The situations encompass a wide range of problematic events of the types that a high school teacher may have to confront in either regular or special class settings.

The severity of a classroom conflict can be judged according to different criteria. One scheme for conceptualizing severity reflects the behavior's frequency, intensity and chronicity (Chess & Hassibi, 1978). The three-dimensional model in Figure 1 portrays this view of behavioral conflicts.

Figure 1: Dimensions of Severity of Classroom Conflict



In the model, frequency refers to the number of conflict situations which occur per period of time; for example per week. Intensity refers to the socially perceived energy of the conflict; i.e., how emotionally charged, how provocative the incident is. Chronicity refers to the tendency for conflict situations to occur over a long period of time (e.g., many months, years). There are three levels of each of the dimensions: low, mid, high.

For most of the incidents depicted in the "Outer Dimensions of Classroom Conflict" it would be impossible to define the behavior's chronicity and frequency. Additional background information would be necessary for those determinations. The 'intensity' of a conflict situation, though, will often be determined on the basis of a teacher's logical and phenomenological perceptions. Logical perceptions might include such things as:

1) physical safety (of child; other students; teacher)
2) interference with learning (of child; other students)

Phenomenological perceptions or internal experience of these situations may also have a critical influence on a teacher's response choice (Morse, 1977). In effect, the degree of 'comfort' one feels with different conflict situations may be a crucial determinant of subsequent intervention responses.

Any number of factors may be seen to affect a teacher's comfort level when responding to conflict situations. Generally speaking, however, teachers may respond differentially to students on the basis of a) past experience, b) knowledge of atypical adjustment patterns and c) available repertoire of teaching skills (Carey, 1977). Thus, before any meaningful or standardized profile of teacher responses to the situations depicted can be developed, it will be imperative for extensive data to be gathered during pre-service and inservice training arrangements.

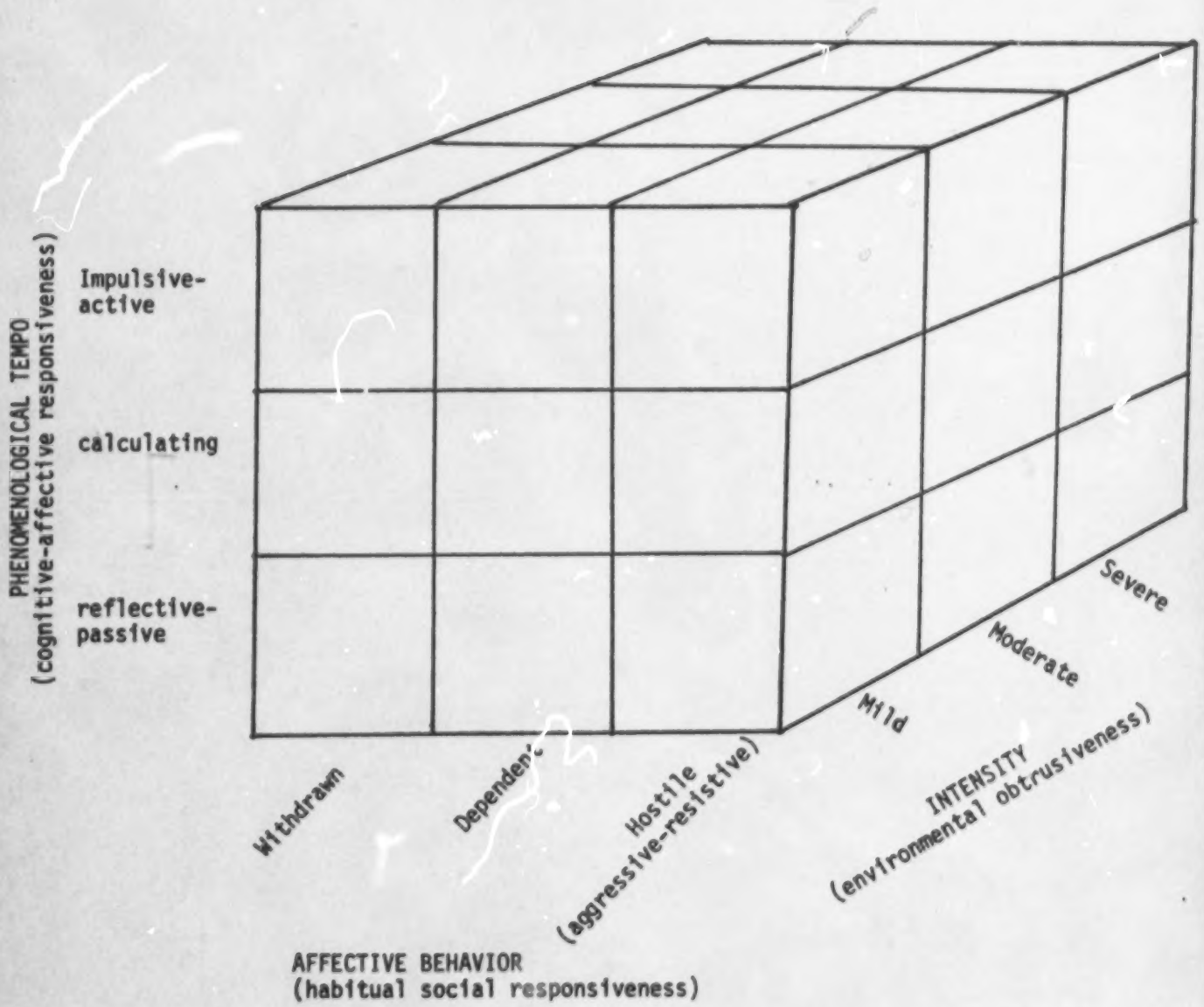
The subjective nature of a conflict's perceived 'intensity' suggested a need for other child variables to be considered when the representative conflict vignettes were being selected. In other words, we were interested in which child variables, besides the act of non-compliance, would affect a teacher's comfort level. Even a brief review of the literature on social or emotional handicapping conditions of adolescents would indicate that a number of child variables may interact to comprise the manifestation of social-emotional conflict. (Gotts, Pattavina, Goodman & Rodriquez, 1978; Malmquist, 1978; Reid, 1978; Sabatino & Mauser, 1978).

It is unlikely, however, that a teacher (or anyone) could generate and maintain an awareness of all the complicating factors that predispose an individual student to conflict. It would be particularly difficult to maintain an awareness of such factors while the situation is occurring! It seems likely that a teacher will respond predominantly to visible aspects of the child's affect, cognition and/or behavior control.

Thus, to ensure that a representative sample of conflict situations would be portrayed in the tape, the three-dimensional model in Figure 2 was designed.

Figure 2:

Dimensions of Visible Aspects
of Affect, Cognition, and/or Behavior Control



It included three dimensions: phenomenological tempo, affective behavior, and intensity. A given behavior is seen as classifiable in terms of phenomenological tempo (or cognitive-affective responsiveness) as impulsive-active, calculating, or reflective-passive. Similarly, a behavior can be classified in terms of affective behavior (habitual social responsiveness) as withdrawn, dependent, or hostile (aggressive-resistant). A behavior can be characterized in terms of intensity (environmental obtrusiveness) as mild, moderate, or severe.

As incidents were selected for inclusion in the videotaped training media, each was analyzed in terms of the above described dimensions by the project staff. The staff reached a consensus concerning the characteristics of each incident. A summary of the analyses are included in Appendix A. In this fashion the videotaped training media attempted to meet another criterion of the desired product - representativeness of all the kinds of situations which arise in the classroom.

The Response Scales

Three response scales, Classroom Response to Crisis Scales short versions (CRCS-1M, CRCS-2M, CRCS-3M)* accompany the training tape (see Appendix A for copies of the scales). They direct the trainee's attention to intervention concerns which are integral for educating the handicapped adolescent who displays emotional and behavioral problems, as well as the adolescent whose primary problem is in emotional and behavioral areas. As indicated above, CRCS-1M seeks the teacher's initial and immediate response for managing the conflict situation. CRCS-3M views the teacher's decision concerning subsequent procedures which may be necessary for resolving the problem. CRCS-2M requests the teacher to indicate what the underlying problem may be which precipitated the incident.

There are long versions, with 26 incidents included rather than 15. These versions (CRCS-1, CRCS-2, CRCS-3) include the incidents portrayed on the training tape, but also include other incidents of similar situations. These can be found in Appendix E.

CRCS-1M Response-choice development: "Initial management response"

Fink and Frick (1977) described clusters of teacher behaviors used for purposes of classroom management. (See Table 1, P. 10)

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*The specific titles are:

Classroom Response to Crisis Scale - Short Version (CRCS-1M)

Teacher's Intuitive Response to Classroom Crisis - Short Version (CRCS-2M)

Classroom Procedural Response to Crisis - Short Version (CRCS-3M)

Table___

Teacher Control Clusters*

TEACHER CONTROL CLUSTERS	TECHNIQUES
Authoritative	Demand Criticism - Demeaning Value Law
Neutral Facilitator	Conditional Stimulus Redirection Humor
Incentive Manipulators	Negative Consequences Positive Consequences Punishment
Interview	Probing Empathic - Sympathetic Interpretive
Noninteractive	Planned Ignoring

*(Fink and Frick, 1977)

The five clusters of teaching behaviors which were identified by Fink and Frick have no weighted degrees of usefulness regarding behavior management. It's, in other words, impossible to say that any one of these intervention techniques will be consistently effective when used by different teachers, or even the same teacher. This conceptualization of behavior control does appear to be inclusive of a wide range of possible management responses.

Each of the clusters are defined as follows:

1) Authoritative: Teacher behaviors in this category,.... have in common an appeal to authority, to rules and standards outside the pupil, to forces outside the direct control of the student as the means of behavior control." (p. 43)

2) Neutral facilitator: Included here are techniques that seem to focus on misbehavior in ambiguous or indirect fashion. The teacher does not explicitly verbalize the nature of the problem or necessary changes in student behavior.

3) Incentive manipulator: The three techniques defined in this category suggest merely that certain consequences will be associated with a given behavior.

4) Interview techniques are described by Fink and Frick as "...similar in purpose and in general conceptualization to the Life-Space Interview (Redl, 1966) which aims at providing immediate, supportive intervention for particular management problems." (p. 67)

5) Planned ignoring suggests that no attention is devoted to a negative behavior and that no interaction takes place between the student and teacher.

Response choices for CRCS-1M (and CRCS-1) were generated by CONSERT staff on the basis of the major behavior constructs reported by Fink and Frick. It seemed unweildy to offer a response option for each of the 13 discrete types shown in Table 1. Five major constructs seemed to provide a more reasonable format from which to describe possible teacher reactions.

CRCS-3M Response choice development: "Intervention procedure"

A group of teachers may reach little agreement when judging the severity of a classroom conflict. Such lack of agreement is due to differences in skill, knowledge and experience. Students described by some teachers as 'completely unmanageable' may seem 'perfectly well adjusted' to other teachers, or may seem 'nothing that can't be handled' (Pattavina, 1978). Relative to these contrasting teacher perceptions is a limited array of intervention procedures that one could select. In effect, a teacher may choose to:

1) ignore the problem once the conflict has subsided
2) handle the matter personally either during or after class
3) seek assistance for the problem either during or after class

In a few cases, an adolescent's behavior will be so provocative that a teacher has no choice but to immediately refer the problem to sources outside the classroom by having the child removed from class. Only a small percentage of behavioral conflicts prove that disruptive. A far greater number of problem behaviors require a teacher to judge not only the need for assistance, but also the kind of assistance best suited for the child and the situation.

Support services available in public schools to temper a conflict situation may vary considerably between different school districts, or buildings within a school district. The kinds of support that any given school has can be subsumed under the categories of discipline, guidance and assessment. In the absence of objective guidelines to direct a teacher's referral for assistance, any one of these options might be selected. In addition, teachers who are willing, and/or have the time, can choose to contact a child's parents. Normally, the net effect will promote guidance, discipline, or the collection of assessment information.

Given these observations concerning public high schools, response choices for CRCS-3 were generated as:

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) Other (specify):

CRCS-2M (and CRCS-2) Response-choice development: "Assessment of underlying problem"

Social-emotional conflicts observed in secondary schools may be stimulated by any number of psychological, sociological and physical factors (Sabatino and Mauser, 1978). Understandably, only some of these sources of conflict can be conceptualized by teachers as instrumental learning or programming needs. 'Economic deprivation', for example, seems as unsound a basis as 'emotional disturbance' by which to make either behavior management or instructional decisions. Persons have, in fact, argued convincingly that such broad explanations of behavior may result often in 'self-fulfilling' expectations and excuses for irresponsible behavior (Schafer and Polk, 1967).

Identifying more discrete antecedents of conflict situations may or may not effect change in teacher behavior. Programming implications for a student may be found to vary relative to different developmental needs for social-emotional adjustment. The response choices included in CRCS-2M relate to affective needs as indicated in Table 2.

Table 2

Relationship of CRCS-2M with Possible Affective Needs

Response Choice	Concept of Affective Need
- affective need to develop a relationship	caring
- reality testing; needs limits clarified	boundaries
- needs to learn appropriate social behavior	socialization
- needs academic success primarily	accomplishment

A teacher who interprets the underlying cause of an incident to be a need for someone to care about the student might choose "affective need to develop a relationship." One who interprets a situation to be caused by the student's lack of clear boundaries might select "reality testing; needs limits clarified." A teacher who views a student's provocative behavior to have its sources in a lack of proper socialization might choose "needs to learn appropriate social behavior." When the incident is perceived to have its source in lack of academic accomplishment, a teacher might choose "needs academic success primarily".

The above discussed response choices do not rest on an empirical base, there being no research findings pertinent to the issue. This version (CRCS-2M) was developed in order to explore relationships between teachers' reported perceptions of causes of situations and their reported response choices. It seems reasonable there would be a relationship between a teacher's understanding and interpretation of an event in the light of a student's affective needs and the choice of response to a crisis situation. Certain teacher strategies may eventually be demonstrated to be more effective when students' needs really are of a "caring" nature than when they are of a "boundaries" nature, for example. It may be demonstrated that a teacher who assesses the needs more accurately implements more effective strategies.

Individual trainers who have adopted an atheoretical approach to behavior management may find the "Teachers Intuitive Response to Classroom Crisis" to be of little value. The present writers have, however, previously taken the position that affective development is most likely to be manifest in sequential stages. (Gotts, Pattavina, Goodman & Rodriquez, 1978). The significance of any particular classroom incident might well be related to the issues current in the student's affective development. It seems reasonable that the teacher's selection of a response in a crisis situation might be more effective if the response were based on an accurate estimation of the student's affective need and level of development. Further, we believe that some teachers do make such judgments. The interest here was to provide a systematic means of collecting data in this area.

Supporting this general notion are findings reported from group counseling interventions with adolescents (Hurst, Stein, Korchin, and Saskin, 1978). Observable skills used in differing proportions by group leaders were found to have significantly different impacts on the participant's behavior and adjustment. To the extent that skills used in group process situations are similar to or identical with those used in teaching, the value of data collection in this area is supported.

Limitations of the Materials

At this point in developing the training package and specifically The Classroom Response to Crisis Scales there is no normative information to which to compare trainee's responses to the items. Baseline data is still being collected in order to establish norms and to assess the effects of training in this area. Given our present inability to match a single response option to a specific provocative behavior, there are obviously no right and wrong response choices. What works for one teacher at one time may be ineffective when attempted by another teacher, or by the same teacher at a different time. There may be some responses which are more likely to promote successful crisis resolution than others, but this needs empirical verification. Such verification is lacking at present. Consequently, use of the materials in training will not provide teachers with answers for handling a set of typical classroom crises. What the materials should do is provide an opportunity for a rather systematic consideration and discussion of classroom crisis and various means of dealing with it. Discussion topics related to the materials include:

1) types of conflict observed in secondary schools
2) factors that precipitate these kinds of conflict
3) behavior management options available to a teacher
4) consequences of different management approaches
5) psychodynamic processes associated with these kinds of conflict
6) differential assessment of a conflict's severity or obtrusiveness
7) differential assessment of programming needs that seem evident from the available information
8) types of assessment information necessary for developing accurate interventions
*9) the effects of diagnostic labeling
10) procedural options available in most secondary schools

Use of the CRCS (short or long versions) in pre-training/post-training fashion may permit a trainer to determine any changes in reported response tendencies following instruction, practicum experiences, and so on. However, because of the aforementioned state of development of the instrument, a trainer will need to determine the significance of any changes without reference to normative information.

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*an alternative form of The Classroom Response to Crisis Scales is under development, where diagnostic labels are added for a number of the students.

Suggested Procedures for Using the Package

As previously mentioned, the VTR and worksheet materials can be used by an instructor in a variety of ways for generating discussions, assessing needs, collecting data, etc. Listed below are different recommended sequences of instructional activities and procedures for using these materials. It is suggested that an instructor initially preview the tape several times before implementing any of the procedural options.

Procedural Option I

1st Class

1) Briefly discuss behavior management issues (at secondary level) with class.
2) Advise students they will need to respond quickly to items on the tape.
3) Distribute (CRCS-1M) response sheets to students.
4) Show the tape (Outer Dimensions of Classroom Conflict).
5) Collect (CRCS-1M) response sheets.
6) Discuss dimensions of behavior, using overheads
7) Discuss behavior management options, using overhead.

2nd Class

1) Briefly discuss crisis management procedures with respect to intra-school referrals.
2) Distribute "Classroom Procedural Response to Crisis" (CRCS-3M) response sheet.
3) Advise students they will have as much time as required to complete this form, but the tape will not be shown again.
4) Collect (CRCS-3M) response sheets.
5) Discuss intra-school referrals for crisis management.

3rd Class

1) Briefly discuss etiological factors of classroom conflicts in relation to an adolescent's affect.
2) Distribute "Teachers Intuitive Response to Classroom Crisis" (CRCS-2M) response sheets.
3) Advise students they will have as much time as required to complete this form (VTR may be shown again at discretion of instructor).
4) Collect (CRCS-2M) response sheets.
5) Discuss affective development and needs in relation to teaching interventions and responses.

Other suggested procedures are included in Appendix B. The interested reader should refer to them.

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Appendix A

CONSERT PROJECT

School of Human Development
The University of Texas at Dallas

Classroom Response to Crisis Scale

In the following scale, vignettes of classroom events are presented in which there is provocative student behavior portrayed. Following the description of each incident, are a number of possible teacher responses. Choose the response alternative to the incident which most resembles what you would select and circle the letter of that response.*

It is important to remember here that we are asking for your immediate response to the incident as opposed to any long-term action that you feel would be necessary.

1. Brenda is a very talkative and bright 15-year old girl with a history of annoying, attention-seeking behavior both in and out of the classroom. During your class today, she is wandering around the room and whispering in other student's ears.

____a) Demand that she sit down
____b) Ask for the results of her "survey"
____c) Offer her a detention or a trip to the office if she doesn't sit down
____d) Ask her what she's doing or why she's doing what she is
____e) Or would you ignore her and wait for the situation to run its course
____f) Other (specify:

2. Wes looks older than his 16 years. He always keeps his shoulder-length brown hair combed back neatly, and a pack of cigarettes rolled up in his T-shirt sleeve. His attitude of "try and make me do it" has often kept both peers and teachers at bay. You announce a quiz for today. Wes is still flipping the pages of a 'motorcycle' magazine. Would you say...

____a) Put the magazine away
____b) Wes!
____c) If all the desks are not cleared, you'll get a 0 on the quiz
____d) You seem more interested in that magazine than in learning
____e) Or would you ignore and proceed to pass out quiz materials
____f) Other (specify):

3. Jack is a hyperactive 14 year old who frequently disrupts class by physically taunting other students. After asking him to put his jack-knife away, he rips a page of a textbook with it and stares at you. Would you say...

____a) People who play with knives are either children or criminals
____b) Give me that knife or you're in trouble
____c) Go to the office and do that for the principal
____d) Why do you need so much attention?
____e) Or would ignore and assume he'll stop from not being attended to
____f) Other (specify):

4. Sharon's grades have fallen drastically since she turned 14 two months ago. Rumor has it that she's using a variety of drugs. During oral reading in English class, she's staring out the window with no expression on her face. Would you say...

____a) You must pay attention
____b) Is it easier to hear by looking out the window?
____c) If you don't attend, you'll have to go to the office
____d) Do you wish you were outside?
____e) Or would you ignore
____f) Other (specify):

* The spaces next to each letter will be used for a different activity.

5. Rusty has been in your class for five weeks and has not turned in a single assignment. You've asked him to stay after class to discuss this, but since he rarely says anything, he just nods his head. When the bell rings, he's the first one out of his seat heading for the door. Would you say...

____a) Rusty, get back here
____b) Hope you get there in time, Rusty
____c) Walk out that door and a failing notice goes home
____d) Rusty, did you forget about the conference
____e) Or would you let him go
____f) Other (specify):

6. Fran is 16 and most often looks angry when she arrives at school in the morning. You've had to ask her to leave the class today for the hostile remarks she's been muttering while you're teaching. She refuses to get out of her seat though, and you angrily point to the door. At that point Fran mutters loudly, "go f__k yourself!" How would you respond?

____a) We don't use language like that around here.
____b) You know how difficult that would be
____c) If you don't calm down, you're going to be in worse trouble
____d) You're obviously angry about something. Does it all have to do with this class?
____e) Or would you ignore the comment
____f) Other (Specify):

7. *Dave is being mainstreamed after spending the first half of the year in a self-contained, social adjustment class. As the students are crowding into the door at the beginning of your class, a student is bending down to pick up some papers. Dave steps on her hand and continues walking. What would you say?

____a) Apparently, Dave, you still belong in the adjustment class.
____b) Dave!
____c) After you get back here and apologize, you can go have a little talk with the principal about this.
____d) You seemed to do that intentionally, like you're angry at her -- are you?
____e) Or would you ignore the incident as a minor one in the school day
____f) Other (specify):

8. Connie has just returned to school after two day suspension. Her suspension was prompted by your negative reports to the office. Today, she's sitting in the front row and chewing gum very loudly. Would you say...

____a) We do not chew gum in class. You know what the school rules are.
____b) The sound effects are brought to us by Connie today
____c) I suggest you avoid adding more trouble for yourself, Connie, and get rid of the gum
____d) It seems that you want people to know you've returned to school. Are you ready to get back to work?
____e) Or would you ignore this
____f) Other (specify):

*It's assumed that the injured student is first checked to see how she is

9. Casey has been truant more often than not this year. When he does attend, he's no problem in your class. other than the fact that he fails to do any work. In a conference before class to discuss how he'll pick up his grade, you've asked him what the problem is. He does not respond, but only continues to stare at the floor. Would you say....

____a) Casey, answer me
____b) Casey!
____c) If you don't start working in here, I'll have to report you to the office
____d) What will you need to start doing better, Casey?
____e) It's up to you. I have nothing else to say, so see me tomorrow
____f) Other (specify):

10. Michelle has always had marginal achievement in school. Recently, however, she's made no effort at all. During class you reprimand her for failing to produce an oral report. She glibly announces that "school doesn't matter" to her, and that she's "leaving" this evening. You could say...

____a) This is class time - not confession
____b) Would you like us to throw a party for you?
____c) If you don't pay more attention to this report, you'll be leaving now -- for the office
____d) You seem upset about a lot of things. Do you think you'd like to speak to your counselor about what's going on?
____e) Ignore the comment and continue with other reports
____f) Other (specify):

11. Since Angie turned 16 a few months ago, she has become increasingly belligerent to most of her teachers. During your lecture today you see Angie passing something to the boy sitting next to her. The "something" that was being passed looked very much like a plastic bag filled with marijuana. Would you say...

____a) Give me that bag and see me after class, Angie
____b) Angie, take this attendance slip to the office
____c) Angie, since you're using this class as a trading post, we'll go down to the office and file a sales report
____d) Angie, it seems that you're more concerned with personal affairs than this class. Did you want me to see that?
____e) Or would you pretend you did not see anything?
____f) Other (specify):

12. Steve is a quiet 16 year old who seems to have lost interest in school a couple of years ago. His class that follows lunch period has thus far failed to stimulate anything more than occasional passive attention to the chalkboard. It's no secret that he probably gets "high" during lunch. As you are reviewing for tomorrow's final exam, you notice that Steve has fallen asleep in his seat in the back row. Would you say...

____a) "Try and stay awake, please."
____b) (loudly) "I'm glad to see that some people are so prepared for this test that they can relax today!"
____c) (after waking him up) "If you don't pass this test tomorrow, I'll have to speak to your counselor."
____d) "Are you feeling alright?"
____e) Or would you ignore him
____f) Other (specify):

13. Chuck has never been nominated (and probably has never tried) to be any teacher's pet. He has experienced most "success" in high school during study periods, lunch, school dances and whenever one or more females are within earshot. During large group discussion today, he's again winning the limelight with his irrelevant contributions (that are somewhat humorous, but also distracting and annoying). What would you say?

___ a) Keep your irrelevant remarks to yourself
___ b) I hope you pay your script-writer well. Maybe he'll give you some ideas about how to pass this test next week.
___ c) One more remark like that and you'll be doing your entertaining down in the principal's office.
___ d) You're pretty funny today. Should I assume that you haven't read the material?
___ e) Or would you ignore the comments and call on other students
___ f) Other (specify):

14. As your class is filing in from lunch, Misty stops at your desk to clarify some questions about today's examination. It soon becomes apparent from this normally conservative 15 year old's appearance and speech that she's real "high" on something. As she begins to leave for her seat, you ask her if she's feeling alright. Misty turns with giggles and glassy eyes to tell you that "tripping" is the only way to get through today's test Would you say...

___ a) I can't believe how irresponsible and childish you're behaving
___ b) Hope you enjoy it. Maybe after class, we can both take a trip to the counselor's office.
___ c) Don't you know that's dangerous and against the law? If you're doing what I think you're doing, I'm going to have to report this to someone.
___ d) I get the feeling you need to talk about this some more. I've got next period free. Why don't you stay after class today?
___ e) Or would you ignore the comment and proceed with the test
___ f) Other (specify):

15. Today your class is working on group projects. The students are working in groups of 3-5. Most students are cooperative and enthusiastic about this type of activity, as it breaks up the routine nature of most other classes. One of the groups however, has two other students who seem less than eager to get to work. They also have seemed to drag the other two group members (females) into not working for nearly 15 minutes now.

When you approach this group to get them started, one student doesn't agree with your sense of urgency and claims you're picking on his group. At the same time, another begins to argue about the vague directions and the irrelevancy of the topic. Meanwhile, one of the girls in the group has left her seat to go sharpen a pencil and has become side-tracked by two boys on the other side of the room. Would you say...

___ a) "I don't want to hear anymore from anyone! All of you just get to work.
___ b) Or would you divide the four of them into existing groups
___ c) or say, "We can talk about it after school if all four of you don't get to work now."
___ d) You might ask them what topic they'd like to work on and if they need more assistance
___ e) Or you could withdraw from the argument and tell them to at least be quiet
___ f) Other (specify):

CONSERT PROJECT

School of Human Development
The University of Texas at Dallas

Teacher's Intuitive Response to Classroom Crisis

In the following scale, vignettes of classroom events are presented in which there is provocative student behavior portrayed. An intervention aimed at such behavior is normally preceded by an assessment of what the individual child needs. The assessment may be formal or informal; it may be based on test data analysis, interviews or intuitive judgment. The following choices concern your intuitive judgment of the type of need manifested by the child portrayed in the vignette. What do you think is the child's primary need at this point? Circle the letter of the response which represents your intuitive assessment of the child's need.

1. Brenda is a very talkative and bright 15-year old girl with a history of annoying, attention-seeking behavior both in and out of the classroom. During your class today, she is wandering around the room and whispering in other students' ears. Would your assessment be...
   a) an affective need; to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

2. Wes looks older than his 16 years. He always keeps his shoulder-length brown hair combed back neatly, and a pack of cigarettes rolled up in his T-shirt sleeve. His attitude of "try and make me do it" has often kept both peers and teachers at bay. You announce a quiz for today. Wes is still flipping the pages of a 'motorcycle' magazine. Would your assessment be...
   a) an affective need; to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

3. Jack is a hyperactive 14 year old who frequently disrupts class by physically taunting other students. After asking him to put his jack-knife away, he rips a page of a textbook with it and stares at you. Would your assessment be...
   a) an affective need; to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

4. Sharon's grades have fallen drastically since she turned 14 two months ago. Rumor has it that she's using a variety of drugs. During oral reading in English class, she's staring out the window with no expression on her face. Would your assessment be...
   a) an affective need, to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

5. Rusty has been in your class for five weeks and has not turned in a single assignment. You've asked him to stay after class to discuss this, but since he rarely says anything, he just nods his head. When the bell rings, he's the first one out of his seat heading for the door. Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

6. Fran is 16 and most often looks angry when she arrives at school in the morning. You've had to ask her to leave the class today for the hostile remarks she's been muttering while you're teaching. She refuses to get out of her seat though, and you angrily point to the door. At that point Fran mutters loudly, "go f__k yourself!" Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

7. *Dave is being mainstreamed after spending the first half of the year in a self-contained, social adjustment class. As the students are crowding into the door at the beginning of your class, a student is bending down to pick up some papers. Dave steps on her hand and continues walking. Would your assessment be....

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

8. Connie has just returned to school after a two-day suspension. Her suspension was prompted by your negative reports to the office. Today, she's sitting in the front row and chewing gum very loudly. Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (Speecify)

9. Casey has been truant more often than not this year. When he does attend, he's no problem in your class, other than the fact that he fails to do any work. In a conference before class to discuss how he'll pick up his grade, you've asked him what the problem is. He does not respond, but only continues to stare at the floor. Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) other (specify)

10. Michelle has always had marginal achievement in school. Recently, however, she's made no effort at all. During class you reprimand her for failing to produce an oral report. She glibly announces that "school doesn't matter" to her, and that she's "leaving" this evening. Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) other (specify)

11. Since Angie turned 16 a few months ago, she has become increasingly belligerent to most of her teachers. During your lecture today you see Angie passing something to the boy sitting next to her. The "something" that was being passed looked very much like a plastic bag filled with marijuana. Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) other (specify)

12. Steve is a quiet 16-year old who seems to have lost interest in school a couple of years ago. His class that follows lunch period has thus far failed to stimulate anything more than occasional passive attention to the chalkboard. It's no secret that he probably gets "high" during lunch. As you are reviewing for tomorrow's final exam, you notice that Steve has fallen asleep in his seat in the back row. Would your assessment be....

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) other (specify)

13. Chuck has <u>never</u> been nominated (and probably has never tried) to be any teacher's pet. He has experienced most "success" in high school during study periods, lunch, school dances and whenever one or more females are within earshot. During large group discussion today, he's again winning the limelight with his irrelevant contributions (that are somewhat humorous, but also distracting and annoying). Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) other (specify)

14. As your class is filing in from lunch, Misty stops at your desk to clarify some questions about today's examination. It soon becomes apparent from this normally conservative 15 year old's appearance and speech that she's real "high" on something. As she begins to leave for her seat, you ask her if she's feeling alright. Misty turns with giggles and glassy eyes to tell you that "tripping" is the only way to get through today's test. Would your assessment be...

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) other (specify)

15. Today your class is working on group projects. The students are working in groups of 3-5. Most students are cooperative and enthusiastic about this type of activity, as it breaks up the routine nature of most other classes. One of the groups however, has two other students who seem less than eager to get to work. They also have seemed to drag the other two group members (females) into not working for nearly 15 minutes now.

When you approach this group to get them started, one student doesn't agree with your sense of urgency and claims you're picking on his group. At the same time, another begins to argue about the vague directions and the irrelevancy of the topic. Meanwhile, one of the girls in the group has left her seat to go sharpen a pencil and has become side-tracked by two boys on the other side of the room. Would your assessment be....

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

CONSERT PROJECT

School of Human Development
The University of Texas at Dallas

Classroom Procedural Response to Crisis Scale

In the following scale, vignettes of classroom events are presented in which there is provocative student behavior portrayed. Following the description of each incident, are a number of possible teacher responses. Choose the response alternative to the incident which you would select and circle the letter of that response.

1. Brenda is a very talkative and bright 15-year old girl with a history of annoying, attention-seeking behavior both in and out of the classroom. During your class today, she is wandering around the room and whispering in other students' ears. Would your procedural response be to...
   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify)

2. Wes looks older than is 16 years. He always keeps his shoulder-length brown hair combed back neatly, and a pack of cigarettes rolled up in his T-shirt sleeve. His attitude of "try and make me do it" has often kept both peers and teachers at bay. You announce a quiz for today. Wes is still flipping the pages of a 'motorcycle' magazine. Would your procedural response be to....
   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify)

3. Jack is a hyperactive 14 year old who frequently disrupts class by physically taunting other students. After asking him to put his jack-knife away, he rips a page of a textbook with it and stares at you. Would your procedural response be to....
   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify)

4. Sharon's grades have fallen drastically since she turned 14 two months ago. Rumor has it that she's using a variety of drugs. During oral reading in English class, she's staring out the window with no expression on her face. Would your procedural response be to...
   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify)

5. Rusty has been in your class for five weeks and has not turned in a single assignment. You've asked him to stay after class to discuss this, but since he rarely says anything, he just nods his head. When the bell rings, he's the first one out of his seat heading for the door. Would your procedural response be to....

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

6. Fran is 16 and most often looks angry when she arrives at school in the morning. You've had to ask her to leave the class today for the hostile remarks she's been muttering while you're teaching. She refuses to get out of her seat though, and you angrily point to the door. At that point Fran mutters loudly, "go f__k yourself!" Would your procedural response be to...

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

7. *Dave is being mainstreamed after spending the first half of the year in a self-contained, social adjustment class. As the students are crowding into the door at the beginning of your class, a student is bending down to pick up some papers. Would your procedural response be to....

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

8. Connie has just returned to school after a two-day suspension. Her suspension was prompted by your negative reports to the office. Today, she's sitting in the front row and chewing gum very loudly. Would your procedural response be to...

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

9. Casey has been truant more often than not this year. When he does attend, he's no problem in your class, other than the fact that he fails to do any work. In a conference before class to discuss how he'll pick up his grade, you've aksed him what the problem is. He does not respond, but only continues to stare at the floor. Would your procedural response be to...

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

10. Michelle has always had marginal achievement in school. Recently, however, she's made no effort at all. During class you reprimand her for failing to produce an oral report. She glibly announces that "school doesn't matter" to her, and that she's "leaving" this evening. Would your procedural response be to...

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

11. Since Angie turned 16 a few months ago, she has become increasingly belligerent to most of her teachers. During your lecture today you see Angie passing something to the boy sitting next to her. The "something" that was being passed looked very much like a plastic bag filled with marijuana. Would your procedural response be to....

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

12. Steve is a quiet 16-year old who seems to have lost interest in school a couple of years ago. His class that follows lunch period has thus far failed to stimulate anything more than occasional passive attention to the chalkboard. It's no secret that he probably gets "high" during lunch. As you are reviewing for tomorrow's final exam, you notice that Steve has fallen asleep in his seat in the back row. Would your procedural response be to...

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

13. Chuck has never been nominated (and probably has never tried) to be any teacher's pet. He has experienced most "success" in high school during study periods, lunch, school dances and whenever one or more females are within earshot. During large group discussion today, he's again winning the limelight with his irrelevant contributions (that are somewhat humorous, but also distracting and annoying). Would your procedural response be to...

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

14. As your class is filing in from lunch, Misty stops at your desk to clarify some questions about today's examination. It soon becomes apparent from this normally conservative 15 year old's appearance and speech that she's real "high" on something. As she begins to leave for her seat, you ask her if she's feeling alright. Misty turns with giggles and glassy eyes to tell you that "tripping" is the only way to get through today's test. Would your procedural response be to...

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

15. Today your class is working on group projects. The students are working in groups of 3-5. Most students are cooperative and enthusiastic about this type of activity, as it breaks up the routine nature of most other classes. One of the groups however, has two other students who seem less than eager to get to work. They also have seemed to drag the other two group members (females) into not working for nearly 15 minutes now.

When you approach this group to get them started, one student doesn't agree with your sense of urgency and claims you're picking on his group. At the same time, another begins to argue about the vague directions and the irrelevancy of the topic. Meanwhile, one of the girls in the group has left her seat to go sharpen a pencil and has become side-tracked by two boys on the other side of the toom. Would your procedural response be to....

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

Appendix B

Alternative Uses of Training Materials

Other Suggested Procedures

Instructional activities for options #2 and #3 can be developed by an instructor in conjunction with "Participant Worksheet D" and "Participant Worksheet E." Clearly, there are teacher issues and concerns stimulated by adolescent conflicts, other than the ones depicted in the multiple-choice response sheets (i.e., CRCS-1M, -2M, -3M). A number of these possible issues and concerns have been described briefly on alternative participant worksheets D and E.

Procedural Option II

A number of relevant classroom discussions can be prompted by using any of the five question-clusters listed here and the videotaped incidents ("Outer Dimensions of Classroom Conflict")

1) A teacher's perception of the problem and comfort in responding to the problem can be addressed with items #1 through #5

2) A teacher's 'initial management' response and 'procedural decision' can be elicited by open-ended questions (6 and 7) rather than the multiple choice format of CRCS-1M or CRCS-3M

3) Assessment of each student's learning or adjustment needs for judging appropriate teacher responses is another issue depicted in the CRCS-2M; but can be approached differently as in items #8 and #9.

4) Experienced teachers are sometimes able to predict the consequences of their particular management strategies. An instructor may wish to generate this type of analytical thinking by referring to items #10 - 12.

5) Finally, to develop a teacher's considerations for instructional grouping, items #13 and #14 can be used for that purpose.

Participant Worksheet D

(used in conjunction with VTR #1 or CRCS)

A. Comfort and Perception

1) Describe each of the incidents (briefly)

2) Rate your degree of comfort with each situation

1. very uncomfortable
2. somewhat uncomfortable
3. unsure
4. somewhat confortable
5. very comfortable

3) Describe which aspects (if any) of each situation make you feel most uncomfortable.

4) Rate the degree of problem-ownership for each situation.

Teacher-owned Student-owned

1 2 3 4 5

B. Intervention

5) Identify which of the following factors were considered for your response to each situation (check as many as relevant).

a) affective climate of the class
b) child's academic learning
c) child's attitude
d) child's safety
e) child's behavior
f) child's language
g) child's feelings
h) behavior contagion in the class
i) your feelings or sense of integrity
j) your safety
k) other children's safety
l) completing day's lesson plans
m) your professional image with Ss
n) your professional image with other faculty
o) other (specify)

6) Your initial response to each conflict would probably be:

a) open-ended response format

or

b) multiple choice (CRCS-1)

7) What would you do next (procedurally)?

a) open-ended response format

or

b) multiple choice (CRCS-3)

D. Projection of Consequences of Intervention

8) What seems to be the underlying issue of each conflict?

a) open-ended response format

or

b) multiple choice (CRCS-2)

9) What added information would have helped to make your decision more accurate in each case? (See Table 3)

10) Describe the ideal outcome of your intervention decision for each situation.

11) How (if at all) could each of these problems have been avoided?

12) Describe the worst outcome that could result from your intervention response in each case.

E. Grouping as Intervention

13) Describe which factors you'd consider for determining instructional groups:

a) learning rate (IQ)

b) personalities - re: social Ix (friends)

c) motivation

d) past achievement

e) sex (gender balancing?)

f) student preferences

g) personalities re: group structuring and process roles

14) Using the enclosed descriptions of students in this class, (See Table 3), describe what you'd consider to be ideal groups (of three students in each group).

PROCEDURAL OPTION III

The last suggested use of the tape, "Outer Dimensions of Classroom Conflict" concerns the content validity of the conflict situations, as perceived by preservice or inservice teachers. That is, are these simulated incidents seen as realistic and possible occurrences, or rather as arbitrary and unlikely. In this way, it may be possible to infer the extent of one's experiential background with classroom conflicts at the secondary level, and subsequently to plan needed practicum experiences. Field test data of this nature would also prove useful to CONSERT staff for determining the need for material revisions. Participant Worksheet E can be used for these instructional and program development purposes.

PARTICIPANT WORKSHEET E

"THE OUTER DIMENSIONS OF CLASSROOM CONFLICT"

(Simulation VTR #1)

Rating Values

Situation	1 Very Realistic Class Problem	2 Possible Class Problem	3 Unsure	4 Improbable Class Problem	5 Unrealistic Class Problem
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Appendix C

Qualifying Information for Students Depicted on Videotape and CRCS (conflict situations shown on the tape are noted by asterisks)

TABLE 3

QUALIFYING INFORMATION: "CRCS"

Vignette* (asterisk by those on VTR)	Diagnostic Label (for experimental version being developed)	Diagnostic Description of Affective Traits	Achievement Data	Sex	IQ	Age	Attitude to School	SES of family information	Conflict Incident	off-task classification
1*		annoying attention-seeking		F	bright	15		parental neglect	out of seat verbally distracting Ss	V1 P1
2*	JD	tough		M		16	hostile resistance		ignore T directions	Pr
3*	HyA	taunts Ss		M		14			knife oppositional to teacher	P1 V_R
4*		depression drug-use	recent - poor	F		14			non-affected daydreaming cog. flight	S1
5	JD			M					smoking cigarettes; late for class	V_R
6*		non-verbal	no task completion	M					task non-compliance	P_R
7	status JD	sexual promiscuity		F		16	imminent drop-out		probable sexual activity with Ss (peer)	P1
8	neurotic		recent - no work	F		15	recent - non-caring		hysterical R during test	S1
9	JD		probationary	M					truant; unrealistic demands	V_R
10*	character disorder	angry; verbal abuse		F		16	oppositional		verbal hostility	V_A
11	ED/EMR		failing	F	EMR	17	concerned		verbally threatens T	V_A
12	drug pusher; psychopath	wise-guy		M	bright	15			lighter fluid and matches attention-seeking	S1
13		girlish	no trouble	M					verbal suicide gesture	?
14*	SM			M					physical aggression-peer	P_A
15		talkative tall		M					knocks T's books from hand	P1

TABLE 3 (cont'd.)

QUALIFYING INFORMATION: "CRCS"

Vignette#	Diagnostic Label	Diagnostic Description of Affective Traits	Achievement Data	Sex	IQ	Age	Attitude to School	SES of family information	Conflict Incident	off-task classification
16*				F			hostile to T		chewing gum loudly passive; aggressive	P_R
17	ED	self-doubt	good	F					plagirism	(?)
18*		truant; no trouble	recent - poor	M			truancy	alcoholic father	non-responsive in conference	P_R
19	early school phobic	over-achiever; manic-depressive	high	M	normal		"driven"		manic-agitation in R to poor grade	V_A
20		sexual fantasy				15			sexually provocative to teacher	P_1
21*	drug-dependent	glib	marginal; recently-none	F			non-caring		task non-compliance; verbal disruption	V_R
22*		belligerent		F		16	belligerent		dope-dealing in school	P_1
23*	ED	passive gets high	2 yrs. - poor	M		16	no interest		sleeping during test review	S_1
24*		girl-oriented		M			"my playground"		verbally distracting	V1
25*		conservative		F		15			drug usage in school	P_R
26* group									small group contagion: non-compliance	P1 V_R
totals	14	6	11	24	4	13	12	2	26	

[a] from Fink and Frick (1977)

TABLE 4

Pupil Categories*

Task Behavior

Task (t) "I'm doing what I'm supposed to."	Pupil's head and eyes are oriented towards persons or objects related to the lesson or lesson instructions. "Lesson" is defined by the teacher.

Off-task Behavior

1. self-involvement (si) "I'm minding my own business	Student is "alone" and quiet, e.g., staring, day dreaming, playing with self or other objects, muttering to self, wandering around by self, sleeping. No verbal or physical interaction with others
2. noise (n) "I'm making a disturbance by myself."	Verbal and physical behavior which is non communicative and disruptive, e.g., slamming a desk, tapping feet, whistling, clapping, singing, etc., when NOT an integral part of task.
3. verbal interaction (vi) "I'm talking to someone else, but I'm not angry."	Talking when not supposed to, e.g., interrupting teacher or another student when inappropriate. NOT aggressive.
4. physical interaction (pi) "I'm playing with someone else, but I'm not angry."	Nonverbal interactions that are not aggressive: playing a game, passing notes, touching someone else.
5. verbal aggression (va) "I'm angry and I'm telling you about it."	Insulting, abusive, angry statements directed to peers and/or teacher.
6. physical aggression (pa) "I'm angry and I'm showing you how angry I am."	Physical attack: punching, hitting, spitting, throwing something at someone. Directed to peers and/or teacher.
7. verbal resistance (vr) "I won't."	Verbal refusal to - either to do a particular task or to stop misbehaving. This ONLY occurs during an interaction with the teacher.
8. physical resistance (pr) "I won't and I'm showing you."	physical refusal to cooperate with teacher directions. May include verbal and aggressive responses: continued misbehavior, sitting silently, refusing to follow directions, using physical force to resist teacher. Teacher interaction ONLY.

TABLE 5

Learning Capacity and Functioning of Students
Depicted on VTR # 1 and CRCS-M

No.	IQ	Reading	Math	Diagnosis	Current Achievement
1	1	+1	+1	N	2
2	0	-4	-3	N	1
3	-1	-5	-5	ED	1
4	0	0	0	N	1
5	1	-3	-4	N	1
6	0	0	0	N	1
7	-1	-3	-2	ED	1
8	0	0	0	N	1
9	0	0	0	N	1
10	0	0	0	N	1
11	0	0	0	N	2
12	0	-1	-1	N	1
13	-1	-3	-2	N	1
14	1	+2	+2	N	2
15a	0	-4	-3	N	1
15b	-1	-3	-2	N	1

IQ Code

2 - gifted
1 - above average
0 - normal
-1 - borderline
-2 - retarded

Diagnosis Code

MR = retarded
LD = learning disabled
ED = disturbed
SM = delinquent

Standard Achievement Code

0 = grade level
(others reported in GL ±)

Current Achievement Code

3 - Excellent
2 - Criterion
1 - Poor

Appendix D
Overhead Masters

Figure 1: Dimensions of Severity of Classroom Conflict

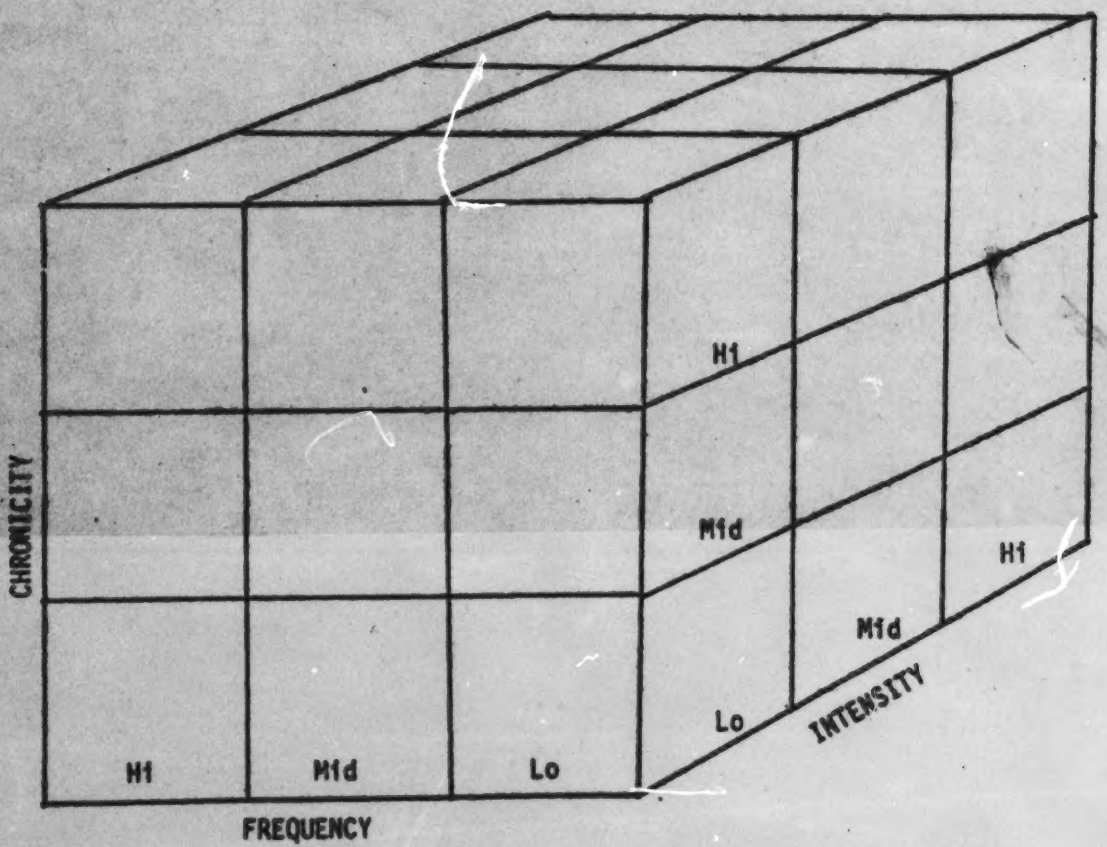
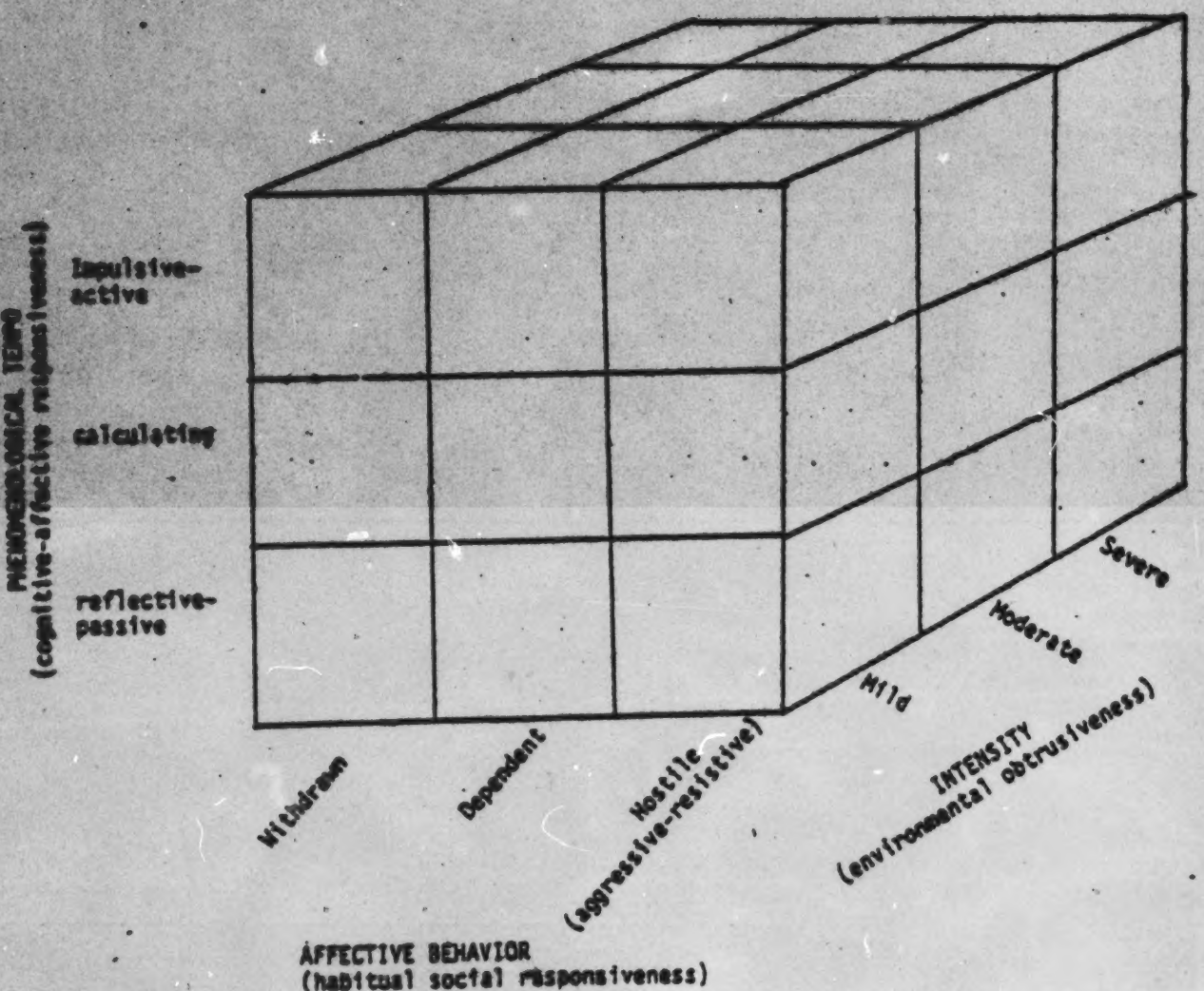


Figure 2:

Dimensions of Visible Aspects
of Affect, Cognition, and/or Behavior Control



44

Table___

Teacher Control Clusters*

TEACHER CONTROL CLUSTERS	TECHNIQUES
Authoritative	Demand Criticism - Demeaning Value Law
Neutral Facilitator	Conditional Stimulus Redirection Humor
Incentive Manipulators	Negative Consequences Positive Consequences Punishment
Interview	Probing Empathic - Sympathetic Interpretive
Noninteractive	Planned Ignoring

*(Fink and Frick, 1977)

APPENDIX E

CONSERT PROJECT

School of Human Development
The University of Texas at Dallas

Classroom Response to Crisis Scale

In the following scale, vignettes of classroom events are presented in which there is provocative student behavior portrayed. Following the description of each incident, are a number of possible teacher responses. Choose the response alternative to the incident which most resembles what you would select and circle the letter of that response.

1. ( ) is a very talkative and bright 15 year old girl with a history of annoying, attention-seeking behavior both in and out of the classroom. During your class today, she is wandering around the room and whispering in other students' ears.
   a) Demand that she sit down
   b) Ask for the results of her "survey"
   c) Offer her a detention or a trip to the office if she doesn't sit down
   d) Ask her what she's doing or why she's doing what she is
   e) Ignore her and wait for the situation to run its course
   f) Other (specify):

2. ( ) looks older than his 16 years. He always keeps his shoulder-length brown hair combed back neatly, and a pack of cigarettes rolled up in his T-shirt sleeve. His attitude of "try and make me do it" has often kept both peers and teachers at bay. You announce a quiz for today. ( ) is still flipping the pages of a 'motorcycle' magazine.
   a) Put the magazine away
   b) ( )!
   c) If all desks are not cleared, you'll get a 0 on the quiz
   d) You seem more interested in that magazine than in learning
   e) Ignore and proceed to pass out quiz materials
   f) Other (specify):

3. ( ) is a hyperactive 14 year old who frequently disrupts class by physically taunting other students. After asking him to put his jack-knife away, he rips a page of a textbook with it and stares at you - laughing very loudly.
   a) People who play with knives are either children or criminals
   b) Give me that knife or you're in trouble
   c) Go to the office and do that for the principal
   d) Why do you need so much attention?
   e) Ignore and assume he'll stop from not being attended to
   f) Other (specify):

4. ( ) grades have fallen drastically since she turned 14 two months ago. Rumor has it that she's using a variety of drugs. During oral reading in English class, she's staring out the window with no expression on her face.
   a) You must pay attention
   b) Is it easier to hear by looking out the window?
   c) If you don't attend, you'll have to go to the office
   d) Do you wish you were outside?
   e) Ignore
   F) Other (specify):

5. During 1st period you saw three boys smoking cigarettes in the back of the empty auditorium. The only one you recognized was ( ) who has just returned from a three-month stay in reform school. ( ) walks in 10 minutes late to your 6th period class.

a) If I were your boss I'd fire you
b) I'm going to have to report you to the office
c) If you come in late again, I'll also report you for smoking in school
d) You seem to have trouble re-adjusting to school. How can I help you?
e) Ignore and assume that he'll learn more responsibility in a few weeks
f) Other (specify):

6. ( ) has been in your class for five weeks and has not turned in a single assignment. You've asked him to stay after class to discuss this, but since he rarely says anything, he just nods his head. When the bell rings, he's the first one out of his seat heading for the door.

a) ( ), get back here
b) Hope you get there in time ( )
c) Walk out that door and a failing notice goes home
d) ( ), did you forget about the conference
e) Let him go
f) Other (specify)

7. ( ) is an overweight 15 year old who will probably drop-out of school when she turns 16 in a few more months. She's been arrested several times in the past two years by juvenile authorities for running away from home and sexual promiscuity. You've been showing a movie in class and when the lights are turned back on, both she and the boy next to her are buttoning their jeans.

a) Keep your disgusting behavior outside of school
b) Apparently, the movie stimulated more than our thinking
c) You two go down to the office - you'll both be suspended
d) ( ) It seems that you two are fond of each other. Are you aware of my policies in this class?
e) Ignore
f) Other (specify):

8. ( ) is a very attractive 15 year old girl who's been asked to model for a teen magazine. For the past five months she's been frequently absent, unattentive to homework and tests, surrounded by boys, and verbally abusive to certain teachers. During the middle of a written test in your class, she bursts into tears and crumples the exam.

a) Nobody's giving out Academy Awards today, ( )
b) Let's talk for awhile before getting back to the exam
c) You're gonna have to bring your parents to discuss this tomorrow
d) What are you so upset about, ( )?
e) Ignore her
f) Other (specify):

9. ( ) is in the 9th grade on a "probationary" status. If he doesn't perform well in the first six weeks he'll be returned to the 'group home's' tutor; and possibly will be returned to juvenile court. In the first ten school days he has skipped your class four times. He stops by your room after school and tells you he's going to skip the exam tomorrow.

a) You're never going to be anything but a con-artist
b) Have you got a heavy date somewhere else?
c) I'll have to contact your P.O. unless you cooperate a lot more
d) Are you having trouble re-adjusting to the school?
e) Just say "OK"
f) Other (specify):

10. ( ) is 16 and most often looks angry when she arrives at school in the morning. You've had to ask her to leave the class today for the hostile remarks she's been muttering while you're teaching. She refuses to get out of her seat though, and you angrily point to the door. At that point, ( ) shouts loudly, "go f__k yourself!"

a) We don't use language like that around here.
b) You know how difficult that would be
c) If you don't calm down, you're going to be in worse trouble
d) You're obviously angry about something. Does it all have to do with this class?
e) Ignore the comment
f) Other (Specify):

11. ( ) is 17 and in the 9th grade. You're scheduled to meet with her 'social worker' tomorrow to discuss her progress. ( ) is concerned about her failing grades and approaches you after class with a "deal" - if you don't raise her grade to a B, she'll slash your tires.

a) That would be right in character, ( )
b) I don't drive my car to school anymore. I get a ride
c) You do, and you'll be out of this school so fast....
d) I guess you're concerned with what your social worker thinks about you.
e) Let's talk some other time

12. ( ) is a bright 15 year old, but has gained a reputation as a drug pusher; and for continually making wise-cracks to teachers in class. As you turn from writing on the blackboard, ( ) is squirting lighter fluid in his mouth and lighting a match.

a) "Stop that!"
b) When do you leave for your tour with the sideshow?
c) If you want to entertain the class, you'll have to repear the performance for the principal
d) You seem to need a lot of attention today. What's going on?
e) Ignore
f) Other (specify):

13. ( ) has no trouble with 10th grade school work, but he's frequently harassed by peers for his girlish features and high-pitched voice. He's always seemed very uncomfortable when talking to you and in fact, talks very little. During a conference with him to discuss his F on yesterday's test, he quietly whimpers; then heads for the door saying something about killing himself

a) Come back here and think about this more rationally
b) Why don't you rest tonight and we'll talk about this test tomorrow?
c) If you can hold off from killing yourself, you'll be a stronger person from this experience
d) I understand that you're upset about this grade, ( ). Are there other things bothering you?
e) Ignore the comment as typical, "hysterical" adolescence
f) Other (specify):

*14. ( ) is being mainstreamed after spending the first half of the year in a self-contained, social adjustment class. As the students are crowding into the door at the beginning of your class, a student is bending down to pick up some papers. ( ) steps on her hand and continues walking.

a) Apparently, ( ), you still belong in the adjustment class
b) ( )!
c) After you get back here and apologize, you can go have a little talk with the principal about this.
d) You seemed to do that intentionally, like you're angry at her -- are you?
e) Ignore the incident as a minor one in the school day
f) Other (specify):

15. ( ) is taller than most of his 10th grade peers. You've had to reprimand him nearly every other day for talking too loud and being late for class. As you're moving through the crowded hall between classes ( ) bumps into you, and the stack of books and papers in your arms falls onto the floor.

a) Get back here and pick up these papers
b) Excuse me for being in your way!
c) I suggest you get back here and pick up these papers and books, or we can find plenty of other work for you in the office
d) I know that you've had some problems in my class. Do you feel a need to get back at me?
e) Ignore and pick up the papers and books yourself
f) Other (Specify):

16. ( ) has just returned to school after two day suspension. Her suspension was prompted by your negative reports to the office. Today, she's sitting in the front row and chewing gum very loudly.

a) We do not chew gum in class. You know what the school rules are
b) The sound effects are brought to us by ( ) today
c) I suggest you avoid adding more trouble for yourself, ( ) and get rid of the gum
d) It seems that you want people to know you've returned to school. Are you ready to get back to work?
e) Ignore
f) Other (specify)

17. ( ) has consistently achieved well in all her 9th grade courses, but has always seemed surprised by her good grades. It's now four weeks before the school year ends and major projects are due in your class. ( ) hands in a 35-page typewritten report that's remarkably similar to one her brother did last year.

a) Plagiarism is a serious offense, you know.
b) This is an excellent report. Why don't you condense it to outline form, and you can come with me to the Junior High to help some kids there learn how to write good reports.
c) You're going to have to write another report, or take an F for this class
d) I know it's important for you to do as well as you do in school. You seem so unsure of your abilities, though
e) Ignore
f) Other (specify):

*It's assumed that the injured student is first checked to see how she is

18. ( ) has been truant more often than not this year. When he does attend, he's no problem in your class, other than the fact that he fails to do any work. In a conference to discuss how he'll pick up his grade, you've asked him what the problem is. He does not respond, but only continues to stare at the floor.

a) ( ), answer me
b) ( )!
c) If you don't start working in here, I'll have to report you to the office
d) What will you need to start doing better, ( )?
e) It's up to you. I have nothing else to say, so see me tomorrow
f) Other (specify):

19. ( ) has normal intelligence but has always seemed "driven" to overachievement. Any grade less than an A leads to his looking either very depressed, or very agitated. On your surprise quiz today he only got a C-. He's now crying and arguing bitterly about the grading policies in your class.

a) We must not take this so seriously, ( )
b) Why don't you take a few minutes and go to the boys room
c) If you don't stop crying, you'll never hear the right answers
d) It seems awfully important for you to excel all the time
e) Ignore
f) Other (specify):

20. A 15 year old student in your last period class has been hanging around after school to talk with you every day for the past four to five weeks. From remarks made by this student, it seems evident to you that a relationship is being fantasized. Today, as students are crowding around your desk to pick up their tests, you feel a hand on the back of your leg; and you know who the hand belongs to.

a) I suggest you stop doing that
b) Would you get that pile of papers on the shelf over there?
c) I don't think your parents would be too pleased about this
d) Why do you seem to want so much of my attention?
e) Ignore
f) Other (specify)

21. ( ) has always had marginal achievement in school. Recently however, she's made no effort at all. During class you reprimand her for failing to produce an oral report. She glibly announces that "school doesn't matter" to her, and that she's "leaving" this evening.

a) This is class time - not confession
b) Would you like us to throw a party for you?
c) If you don't pay more attention to this report, you'll be leaving now -- for the office
d) You seem upset about a lot of things. Do you think you'd like to speak to your counselor about what's going on?
e) Ignore the comment and continue with other reports
f) Other (specify):

22. Since ( ) turned 16 a few months ago, she has become increasingly belligerent to most of her teachers. During your lecture today you see ( ) passing something to the boy sitting next to her. The "something" that was being passed looked very much like a plastic bag filled with marijuana.

a) Give me that bag and see me after class, ( )
b) ( ) take this attendance slip to the office
c) ( ) since you're using this class as a trading post, we'll go down to the office and file a sales report
d) ( ) it seems that you're more concerned with personal affairs than this class. Did you want me to see that?
e) Ignore
f) other (specify):

23. ( ) is a quiet 16 year old who seems to have lost interest in school a couple of years ago. His class that follows lunch period has thus far failed to stimulate anything more than occasional passive attention to the chalkboard. It's no secret that he probably gets "high" during lunch. As you are reviewing for tomorrow's final exam, you notice that ( ) has fallen asleep in his seat in the back row.

a) (Tell the student next to him to wake him up) "Try and stay awake, please."
b) (loudly) "I'm glad to see that some people are so prepared for this test that they can relax today!"
c) (after waking him up) "If you don't pass this test tomorrow, I'll have to speak to your counselor."
d) (in private) "Are you feeling alright?"
e) Ignore him
f) Other (specify):

24. ( ) has never been nominated (and probably has never tried) to be any teacher's pet. He has experienced most "success" in high school during study periods, lunch, school dances and whenever one or more females are within earshot. During large group discussion today, he's again winning the limelight with his irrelevant contributions (that are somewhat humorous, but also distracting and annoying).

a) Keep your irrelevant remarks to yourself
b) I hope you pay your script-writer well. Maybe he'll give you some ideas about how to pass this test next week.
c) One more remark like that and you'll be doing your entertaining down in the principal's office.
d) You're pretty funny today. Should I assume that you haven't read the material?
e) ignore the comments and call on other students
f) Other (specify):

25. As your class is filing in from lunch, ( ) stops at your desk to clarify some questions about today's examination. It soon becomes apparent from this normally conservative 15 year old's appearance and speech that she's real "high" on something. As she begins to leave for her seat, you ask her if she's feeling alright. ( ) turns with giggles and glassy eyes to tell you that "tripping" is the only way to get through today's test.

a) I can't believe how irresponsible and childish you're behaving
b) Hope you enjoy it. Maybe after class, we can both take a trip to the counselor's office.
c) Don't you know that's dangerous and against the law? If you're doing what I think you're doing, I'm going to have to report this to someone.

d) I get the feeling you need to talk about this some more. I've got next period free. Why don't you stay after class today?

e) ignore the comment and proceed with the test
f) Other (specify)

26. Today your class is working on group projects. The students are working in groups of 3-5. Most students are cooperative and enthusiastic about this type of activity, as it breaks up the routine nature of most other classes. One of the groups however, has two other students (#'s 2 and 14) who seem less than eager to get to work. They also have seemed to drag the other two group members (females) into not working for nearly 15 minutes now.

When you approach this group to get them started, "#2" doesn't agree with your sense of urgency and claims you're picking on his group. At the same time, #14 begins to argue about the vague directions and the irrelevancy of the topic. Meanwhile, one of the girls in the group has left her seat to go sharpen a pencil and has become side-tracked by 2 boys on the other side of the room

a) "I don't want to hear anymore from anyone! All of you just get to work."
b) Divide the four of them into existing groups
c) "We can talk about it after school if all four of you don't get to work now."
d) Ask them what topic they'd like to work on and if they need more assistance
e) Withdraw from the argument and tell them to at least be quiet
f) Other (specify):

CONSERT PROJECT
School of Human Development
The University of Texas at Dallas

Teacher's Intuitive Response to Classroom Crisis

In the following scale, vignettes of classroom events are presented in which there is provocative student behavior portrayed. An intervention aimed at such behavior is normally preceded by an assessment of what the individual child needs. The assessment may be formal or informal; it may be based on test data analysis, interviews, or intuitive judgment. The following choices concern your intuitive judgment of the type of need manifested by the child portrayed in the vignette. What do you think is the child's primary need at this point? Circle the letter of the response which represents your intuitive assessment of the child's need.

1. ( ) is a very talkative and bright 15 year old girl with a history of annoying, attention-seeking behavior both in and out of the classroom. During your lecture today, she is wandering around the room and whispering in other students' ears.

   a) an affective need; to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

2. ( ) looks older than his 16 years. He always keeps his shoulder length brown hair combed back neatly, and a pack of cigaretts rolled up in his T-shirt sleeve. His attitude of "try and make me do it" has kept both peers and teachers at bay. You announce a quiz for today. ( ) is still flipping the pages of a 'motorcycle' magazine.

   a) an affective need; to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

3. ( ) is a hyperactive 14 year old who frequently disrupts class by physically taunting other students. After asking him to put his jack-knife away, he rips a page of a textbook with it and stares at you - laughing very loudly.

   a) an effective need; to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

4. ( ) grades have fallen drastically since she turned 14 two months ago. Rumor has it that she's using a variety of drugs. During oral reading in English class, she's staring out the window with no expression on her face.

   a) an affective need; to develop a relationship
   b) reality testing; needs limits clarified
   c) needs to learn appropriate social behavior
   d) needs academic success primarily
   e) Other (specify)

5. During 1st period you saw three boys smoking cigarettes in the back of the empty auditorium. The only one you recognized was ( ) who has just returned from a three month stay in reform school. ( ) walks in 10 minutes late to your 6th period class.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

6. ( ) has been in your class for five weeks and has not turned in a single assignment. You've asked him to stay after class to discuss this, but since he rarely says anything, he just nods his head. When the bell rings, he's the first one out of his seat and heading for the door.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

7. ( ) is an overweight 15 year old who will probably drop out of school when she turns 16 in a few more months. She's been arrested several times in the past two years for running away from home and sexual promiscuity. You've been showing a movie in class, and when the lights are turned back on, both she and the boy next to her are buttoning their jeans.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

8. ( ) is a very attractive 15 year old girl who's been asked to model for a teen magazine. For the past five months she's been frequently absent, unattentive to homework and tests, surrounded by boys, and verbally abusive to certain teachers. During the middle of a written test in your class, she bursts into tears and crumples the exam.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

9. ( ) is in the 9th grade on a "probationary" status. If he doesn't perform well in the first six weeks, he'll be returned to the group home's tutor; and possibly will be returned to juvenile court. In the first ten school days he has skipped your class four times. He stops by your room after school and tells you he's going to skip the exam tomorrow.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

10. ( ) is 16 and most often looks angry when she arrives to school in the morning. You've had to ask her to leave the class today for the hostile remarks she's been muttering while you're teaching. She refuses to get out of her seat though and you angrily point to the door. At that point, ( ) shouts loudly, "go f k yourself!"

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

11. ( ) is 17 and in the 9th grade. You're scheduled to meet with her 'social worker' tomorrow to discuss her progress. ( ) is concerned about her failing grades and approaches you after class with a "deal" - if you don't raise her grade to a B, she'll slash your tires.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

12. ( ) is a bright 15-year old, but has gained a reputation as a drug pusher; and for continually making wise-cracks to teachers in class. As you turn from wtiting on the blackboard, ( ) is squirting lighter fluid in his mouth and lighting a match.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

13. ( ) has no trouble with 10th grade school work, but he's frequently harassed by peers for his girlish features and high-pitched voice. He's always seemed very uncomfortable when talking to you and in fact, talks very little. During a conference with him to discuss his F on yesterday's test, he quietly whimpers; then heads for the door saying, "I'm going to kill myself".

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

*14 ( ) is being mainstreamed after spending the first half of the year in a self-contained, social adjustment class. As the students are crowding out the door at the end of your class, a student is bending down to pick up some papers. ( ) steps on her hand and continues walking.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

15. ( ) is taller than most of his 10th grade peers. You've had to reprimand him nearly every other day for talking too loud and being late for class. As you're moving through the crowded hall between classes, ( ) bumps into you, and the stack of books and papers in your arms falls onto the floor.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

16. ( ) has just returned to school after a five-day suspension. Her suspension was prompted by your negative reports to the office. Today, she's sitting in the front row and chewing gum very loudly.

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

17. ( ) has consistently achieved well in all her 9th grade courses, but has always seemed surprised by her good grades. It's now four weeks before the school year ends and major projects are due in your class. ( ) hands in a 35-page typewritten report that's remarkably similar to one her brother did last year.

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*It's assumed that the injured student is first checked to see how she is.

18. ( ) has been truant more often than not this year. When he does attend, he's no problem in your class; other than the fact that he fails to do any work. In a conference to discuss how he'll pick up his grade, you've asked him what the problem is. He does not respond, but only continues to stare at the floor.

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20. A 15 year old student in your last period class has been hanging around after school to talk with you; every day for the past four to five weeks. From remarks made by this student, it seems that a relationship is being fantasized. Today, as students are crowding around your desk to pick up their tests, you feel a hand on the back of your leg; and you know who the hand belongs to.

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21. ( ) has always had marginal achievement in school. Recently however, she's made no effort at all. During class you reprimand her for failing to produce an oral report. She glibly announces that "school doesn't matter" to her, and that she's "leaving" this evening.

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22. Since ( ) turned 16 a few months ago, she has become increasingly belligerent to most of her teachers. During your lecture today you see ( ) passing something to the boy sitting next to her. The "something" that was being passed looked very much like a plastic bag filled with marijuana.

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23. ( ) is a quiet 16 year old who seems to have lost interest in school a couple of years ago. His class that follows lunch period has thus far failed to stimulate anything more than occasional passive attention to the chalkboard. It's no secret that he probably gets "high" during lunch. As you are reviewing for tomorrow's final exam, you notice that ( ) has fallen asleep in his seat in the back row.

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24. ( ) has <u>never</u> been nominated (and probably has never tried) to be any teacher's pet. He has experienced most "success" in high school during study periods, lunch, school dances and whenever one or more females are within earshot. During large group discussion today, he's again winning the limelight with his irrelevant contributions (that are somewhat humorous, but also distracting and annoying).

a) an affective need; to develop a relationship
b) reality testing; needs limits clarified
c) needs to learn appropriate social behavior
d) needs academic success primarily
e) Other (specify)

25. As your class is filing in from lunch, ( ) stops at your desk to clarify some questions about today's examination. It soon becomes apparent from this normally conservative 15 year old's appearance and speech that she's real "high" on something. As she begins to leave for her seat, you ask her if she's feeling alright. ( ) turns with giggles and glassy eyes to tell you that "tripping" is the only way to get through today's test.

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26. Today your class is working on group projects. The students are working in groups of 3-5. Most students are cooperative and enthusiastic about this type of activity, as it breaks up the routine nature of most other classes. One of the groups however, has two other students (#'s 2 and 14) who seem less than eager to get to work. They also have seemed to drag the other two group members (females) into not working for nearly 15 minutes now.

When you approach this group to get them started, "#2" doesn't agree with your sense of urgency and claims you're picking on his group. At the same time, #14 begins to argue about the vague directions and the irrelevancy of the topic. Meanwhile, one of the girls in the group has left her seat to go sharpen a pencil and has become side-tracked by 2 boys on the other side of the room.

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CONSERT PROJECT

School of Human Development
The University of Texas at Dallas

Classroom Procedural Response to Crisis Scale

In the following scale, vignettes of classroom events are presented in which there is provocative student behavior portrayed. Following the description of each incident, are a number of possible teacher responses. Choose the response alternative to the incident which you would select and circle the letter of that response.

1. ( ) is a very talkative and bright 15 year old girl with a history of annoying, attention-seeking behavior both in and out of the classroom. During your lecture today, whe is wandering around the room and whispering in other students' ears.

   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify):

2. ( ) looks older than his 16 years. He always keeps his shoulder length brown hair combed back neatly, and a pack of cigarettes rolled up in his T-shirt sleeve. His attitude of "try and make me do it" has kept both peers and teachers at bay. You announce a quiz for today. ( ) is still flipping the pages of a 'motorcycle' magazine.

   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify);

3. ( ) is a hyperactive 14 year old who frequently disrupts class by physically taunting other students. After asking him to put his jack-knife away, he rips a page of a textbook with it and stares at you - laughing very loudly.

   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify):

4. ( ) grades have fallen drastically since she turned 14 two months ago. Rumor has it that she's using a variety of drugs. During oral reading in English class, she's staring out the window with no expression on her face.

   a) refer to Administration for discipline
   b) refer to Guidance for counseling
   c) refer to Special Education for assessment
   d) schedule a parent conference
   e) handle the matter yourself
   f) other (specify):

5. During lst period you saw three boys smoking cigarettes in the back of the empty auditorium. The only one you recognized was ( ) who has just returned from a three month stay in reform school. ( ) walks in 10 minutes late to your 6th period class.

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) handle the matter yourself
f) other (specify):

6. ( ) has been in your class for five weeks and has not turned in a single assignment. You've asked him to stay after class to discuss this, but since he rarely says anything, he just nods his head. When the bell rings, he's the first one out of his seat and heading for the door.

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

7. ( ) is an overweight 15 year old who will probably drop-out of school when she turns 16 in a few more months. She's been arrested several times in the past two years for running away from home and sexual promiscuity. You've been showing a movie in class and when the lights are turned back on, both she and the boy next to her are buttoning their jeans.

a) refer to Administration for discipline
b) refer to Guidance for counseling
c) refer to Special Education for assessment
d) schedule a parent conference
e) handle the matter yourself
f) other (specify):

8. ( ) is a very attractive 15 year old girl who's been asked to model for a teen magazine. For the past five months she's been frequently absent, unattentive to homework and tests, surrounded by boys, and verbally abusive to certain teachers. During the middle of a written test in your class, she bursts into tears and crumples the exam.

a) refer to Administration for discipline
b) refer to Guidance for counseling
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e) handle the matter yourself
f) other (specify):

9. ( ) is in the 9th grade on a "probationary" status. if he doesn't perform well in the first six weeks he'll be returned to the group home's tutor; and possibly will be returned to juvenile court. In the first ten school days he has skipped your class four times. He stops by your room after school and tells you he's going to skip the exam tomorrow.

a) refer to Administration for discipline
b) refer to Guidance for counseling
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10. ( ) is 16 and most often looks angry when she arrives to school in the morning. You've had to ask her to leave the class today for the hostile remarks she's been muttering while you're teaching. She refuses to get out of her seat though and you angrily point to the door. At that point, ( ) shouts loudly, "go f--k yourself!"

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b) refer to Guidance for counseling
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11. ( ) is 17 and in the 9th grade. You're scheduled to meet with her 'social worker' tomorrow to discuss her progress. ( ) is concerned about her failing grades and approaches you after class with a "deal" - if you don't raise her grade to a B, she'll slash your tires.

a) refer to Administration for discipline
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12. ( ) is a bright 15 year old, but has gained a reputation as a drug pusher; and for continually making wise-cracks to teachers in class. As you turn from writing on the blackboard, ( ) is squirting lighter fluid in his mouth and lighting a match.

a) refer to Administration for discipline
b) refer to Guidance for counseling
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13. ( ) has no trouble with 10th grade school work, but he's frequently harassed by peers for his girlish features and high-pitched voice. He's always seemed very uncomfortable when talking to you, and in fact, talks very little. During a conference with him to discuss his F on yesterday's test, he quietly whimpers; then heads for the door saying, "I'm going to kill myself".

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b) refer to Guidance for counseling
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*14. ( ) is being mainstreamed after spending the first half of the year in a self-contained, social adjustment class. As the students are crowding out of the door at the end of your class, a student is bending down to pick up some papers. ( ) steps on her hand and continues walking.

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b) refer to Guidance for counseling
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15. ( ) is taller than most of his 10th grade peers. You've had to reprimand him nearly every other day for talking too loud and being late for class. As you're moving through the crowded hall between classes ( ) bumps into you, and the stack of books and papers in your arms falls onto the floor.

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b) refer to Guidance for counseling
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16. ( ) has just returned to school after a five day suspension. Her suspension was prompted by your negative reports to the office. Today, she's sitting in the front row and chewing gum very loudly.

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